

Title: Ranching is...

Grades: K-1

Common Core Standards:

- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- RI.K.10. Actively engage in group reading activities with purpose and understanding.
- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.8. Identify the reasons an author gives to support points in a text.
- W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
- W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Objectives: In this lesson, students will:

- Identify the author’s opinion about ranching.
- Use a combination of writing and illustrating to explain to their family the author’s opinion and describing what they learned from the text.

Vocabulary: agriculture, beef, grain, kid, ranch, steer, swine, wrangler

Materials:

Cowgirl Up! Let’s Go Ranching by Twins Rianna and Sheridan Chaney

United States Map

Chart Paper

Copies of “Ranching is...” worksheet for each student

True/False Cards

Introduction:

1. Ask students to name some places they have visited on a trip.
2. Show students a map of the United States. Show them the state of Nebraska. Explain that the authors of Cowgirl Up! Let's Go Ranching took a trip to Nebraska and wrote about it in their book.
3. Ask students to predict some of the activities that Rianna and Sheridan Chaney did while on a Nebraska ranch.
4. Explain that today they are going to read the book about a ranch and their purpose is to decide what Rianna and Sheridan think about ranching. Explain that what the authors think is their opinion and we can figure out their opinion as we read the text.

Procedures:

1. Preview the book, Cowgirl Up! Let's Go Ranching to the students by showing them the front and back cover. Read the first page to students and the back cover with information about the Chaney's. Ask students to share some of the things they know about the authors.
2. As a class, do a picture walk and point out some of the things happening in the pictures. Ask students to define a **ranch**- land used for raising livestock under range or grazing conditions.
3. Before reading, ask students to use information from the preview to share what they believe the author's opinion is about a ranch.
4. Read Cowgirl Up! Let's Go Ranching aloud. Stop after reading about the first morning and ask students to use context clues to define **swine**- the scientific term for pigs. Discuss the term litter of piglets with students. Ask, "What do you think the girls think about their experience with the pigs?"
5. Continue reading aloud to students. Stop after reading the question, "Did you know that raising beef cattle is the largest agricultural segment in the United States?" Ask students to define **agriculture**- farming and raising plants and animals. Discuss how important agriculture is to provide us with food and clothing.
6. Finish reading the text to students. Ask students to name some of the many jobs Rianna and Sheridan did while on the farm and use chart paper to create a web (can be a picture web with younger students).

7. Review all of the facts listed on the web and ask students to use the facts and pictures in the text to share Rianna and Sheridan's opinion about ranching. Students may say that ranching is a fun activity or that ranching is important to us.
8. Provide students with writing paper and ask them to use a combination of a drawing and writing to explain Rianna and Sheridan's opinion about ranching to their family. Guide students to use examples from the text to explain the opinion.
9. Have students share their work with classmates and emphasize the importance of work done on a ranch.

Assessment/Closure:

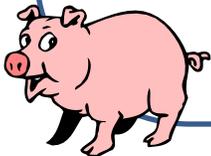
Show the following statements to students on the true/false cards. Have them respond by answering true or false with their thumbs up or down.

- Swine is a fancy name for pigs (True).
- Kids are not able to do chores on a ranch or farm (False- anyone can contribute to the chores that need to be done on a ranch or farm).
- Farmers and ranchers provide all the food we eat (True).
- Piglets are born in litters (True, piglets are born in litters, just like puppies).
- Spending time on a ranch is all work and no fun (False).
- Horses help to round up cattle on a big ranch (True).
- Ranchers produce safe and nutritious food (True).
- A wrangler is a person who handles pigs (False- a wrangler is a person who handles all livestock).

Extension Activities:

- Explain that the Chaney's idea for their book came from an activity with Flat Stanley. Read Flat Stanley: His Original Adventure. As a family project, have each student take home a paper Stanley for a week. On Stanley, have them record ways they depend on farmers and ranchers in their daily life by writing or illustrating. Share what they discovered with the class.
- Read the other books written by The Chaney's: Little Star...Raising Our First Calf, Mini Milk Maids on the Moove, and Star Becomes a Mother. As a class, write a letter to a farmer or rancher thanking them for providing food and clothing.

Ranching Is...



Ranching is _____.

In the text, I learned

Swine is a fancy
name for pigs.

Kids are not able to
do chores on a farm
or ranch.

Farmers and
ranchers provide all
the food we eat.

A wrangler is a
person who handles
pigs.

Ranchers produce
safe and nutritious
food.

Pigs are born in
litters.

Spending time on a
ranch is all work and
no fun.

Horses help to round
up cattle on a big
ranch.